

BAHASA INGGRIS 1

KU1012

Practice Module

Used Only in Applied Science School



Program Studi D3 Komputerisasi Akuntansi
Fakultas Ilmu Terapan
Universitas Telkom

Compilers

Version 1.0 : Yuningsih, S.S

Table of Contents

Compilers.....	i
Table of Contents	ii
Table of Scores.....	iv
1 Bab I Reading Strategies: Semantic mapping	1
1.1 Identity.....	1
1.2 Case Study/Assignment.....	2
1.3 Feedback	2
2 Bab II Reading Strategies: previewing & predicting.....	3
2.1 Identity.....	3
2.2 Case Study/Assignment.....	4
2.3 Feedback	6
3 Bab III Reading Strategies: Scanning and skimming	7
3.1 Identity.....	7
3.2 Case Study/Assignment.....	8
3.3 Feedback	10
4 Bab IV Main and supporting sentences	11
4.1 Identity.....	11
4.2 Case Study / Assignment	12
4.3 Feedback	15
5 Bab V Guessing meaning	16
5.1 Identity.....	16
5.2 Study/Assignment	17
5.3 Feedback	21
6 Bab VIII Making References and Inferences	22
6.1 Identity.....	22
6.2 Case Study/Assignment.....	23
6.3 Feedback	26
7 Bab VI summarizing	27
7.1 Identity.....	27
7.2 Case Study/Assignment.....	28
7.3 Feedback	29
8 Bab VII Paraphrasing.....	30
8.1 Identity.....	30

8.2	Case Study/Assignment.....	31
8.3	Feedback	32
9	References	33

Table of Scores

Student's Number – Name :

Class :

Semester/Academic Year :

No.Module	Score per Modul	Sign - Name
1		
2		
3		
4		
5		
6		
7		
8		
Total		

1 BAB I READING STRATEGIES: SEMANTIC MAPPING

1.1 IDENTITY

Unit

The Introduction of reading strategy theories: Semantic mapping, previewing & predicting, scanning and skimming

Sub-Unit

Semantic Mapping

Method/Guidelines

1. Students in a group will make a web map from topic given with some limitations:
 - The final result is a web map based on their own creativity.
 - The web mapping can be typed or hand-written.
 - Must be finished in a week.
2. Comprehend and choose one of the topics given.
3. Write the associated vocabulary based on the topic chosen.
4. Identify the vocabulary based on their word class.
5. Give different colour for each word class.
6. Submit the web map done to your lecturer.

Result

1. A web map about vocabulary from the topic chosen.
2. Write down the achievement on provided page (page 1)

Scoring Parameter

- | | |
|--|-----|
| 1. Punctuality | 20% |
| 2. Creativity | 40% |
| 3. Vocabulary Identification based on their word class | 40% |

1.2 CASE STUDY/ASSIGNMENT

Choose one of the topics below:

- Education
- Country
- Technology
- Entertainment

1.3 FEEDBACK

2 BAB II READING STRATEGIES: PREVIEWING & PREDICTING

2.1 IDENTITY

Unit

The Introduction of reading strategy theories: Semantic mapping, previewing & predicting, scanning and skimming

Sub-Unit

Previewing & predicting

Method/Guidelines

1. Students in group of 2 or 3 persons will do previewing and predicting strategy from storyline and text given with some limitations:
 - The final result is prediction what the text and stoyline tell about.
 - Write down the answer on space provided.
 - Must be finished in a week.
2. For storyline, pay attention to these guidelines:
 - a) Look at the order of the pictures
 - b) Pay attention to each pictures
 - c) Write each story for each picture
 - d) Please make in a paragraph.
3. For text, pay attention to these guidelines:
 - a) Look at the title of the article. What is the topic we'll be reading about?
 - b) Look at the author. Do you know this person? What do you know about the author's background?
 - c) Look at the source of the publication. What do you know about the purpose of this institution, their work, and their publications?
 - d) The article will describe a social studies lesson. Study the bullets and subtitles on the text. How do you think the instructional structure presented will be like/unlike the UA/SDAIE Template we use in our work?
 - e) Throughout the lesson, you will notice specific strategies named. What strategies will be used in this lesson?
 - f) At the end of the article, the author draws a conclusion. What questions would you like to see answered in that conclusion?
4. Submit your preview and prediction to your lecturer.

Result

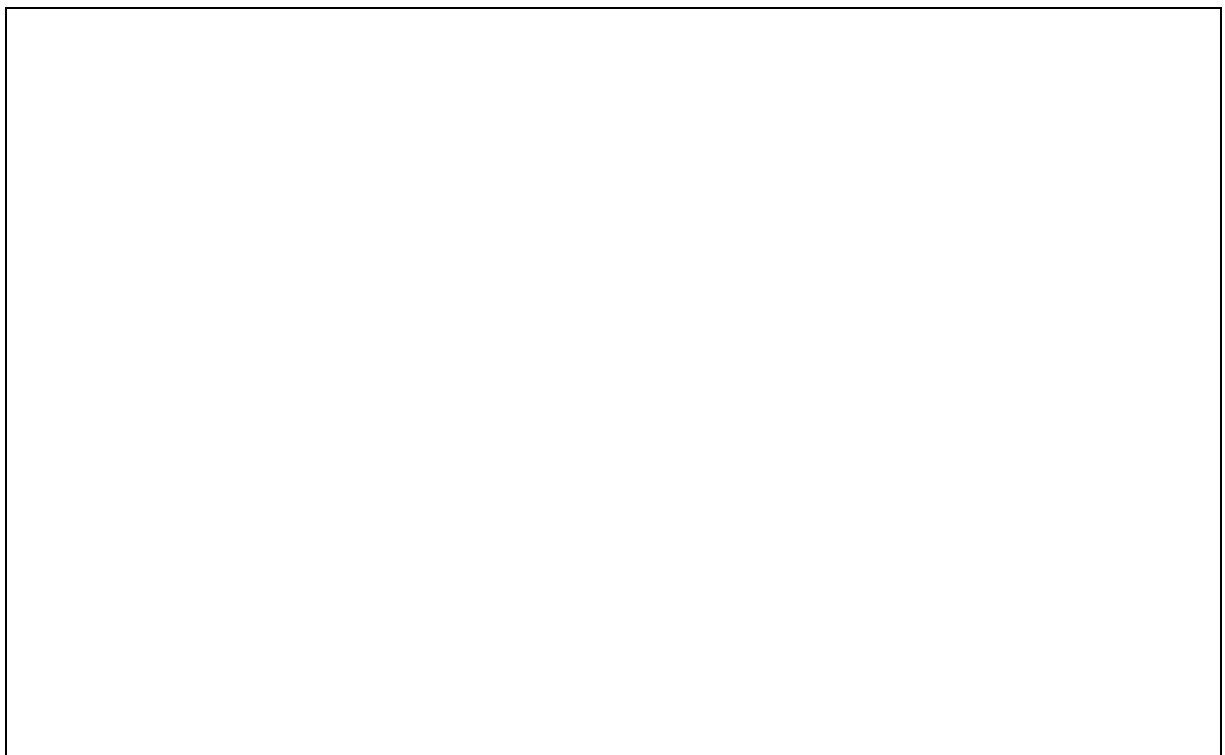
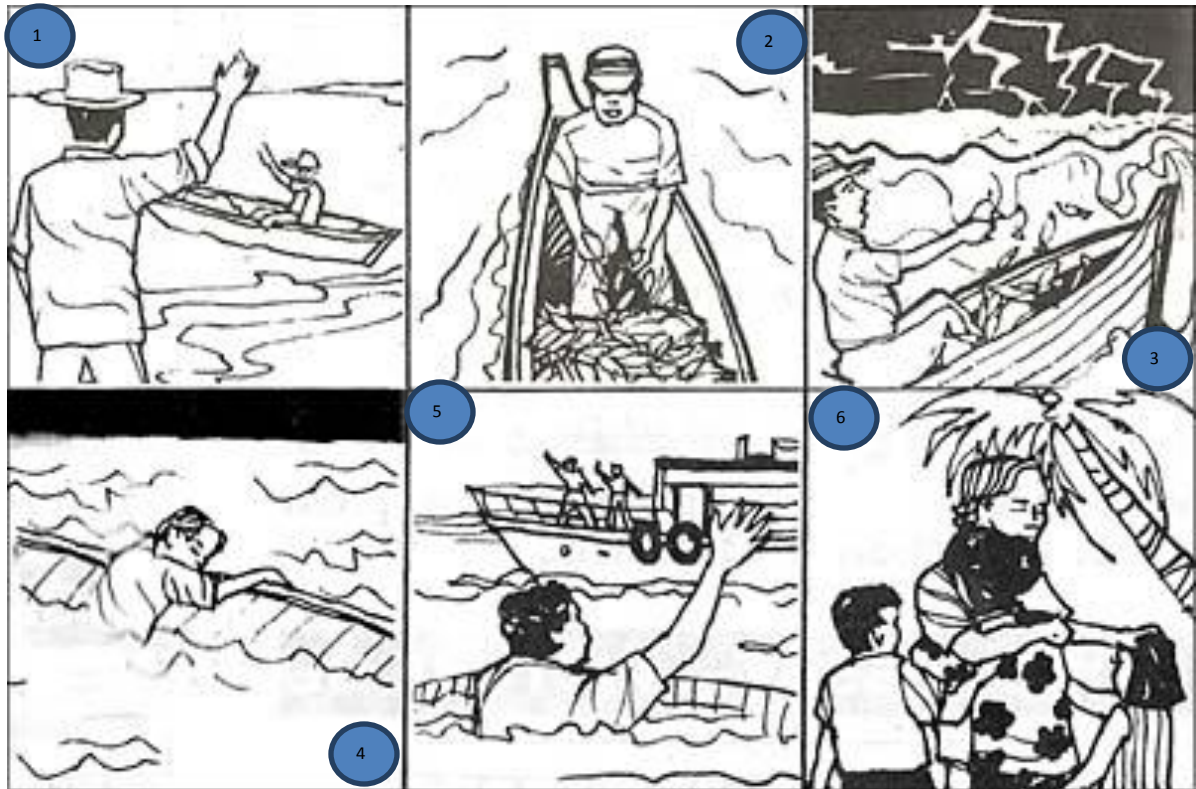
1. The preview and prediction from storyline and text given.
2. Write down the achievement on provided page (page 1)

Scoring Parameter

- | | |
|-----------------|-----|
| 1. Punctuality | 10% |
| 2. Language use | 30% |
| 3. Content | 30% |
| 4. Grammar | 30% |

2.2 CASE STUDY/ASSIGNMENT

1. Storyline



2. Text

CREATE Brief

December 2010

www.cal.org/create

Effective Social Studies Instruction to Promote Knowledge Acquisition and Vocabulary Learning of English Language Learners in the Middle Grades

Colleen Klein Reutebuch, The University of Texas at Austin

Many students learning English as a second language in the United States must study and be tested on grade-level curricula in a language that they are still learning. This is especially taxing for English language learners who are entering U.S. schools at the secondary level, because they have less time to meet accountability standards than do the English language learners entering the school system at the elementary level. Adolescent English language learners may struggle with academic text, lack of content area knowledge, and underdeveloped oral language and vocabulary levels that can hamper their academic achievement and place them at risk of educational failure in content area classes (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). If the literacy and language development of struggling adolescent English language learners were targeted and supported by all content area teachers, there would be a greater hope for overall academic success.

Research Focused on Middle School English Language Learners

The research base on effective instruction for adolescent English language learners' literacy development is limited (Short & Fitzsimmons, 2007). Fortunately, however, more than 30 years of research on reading has identified effective instructional practices that serve as the foundation for teaching all learners (i.e., strategy instruction; direct, explicit teaching of vocabulary and comprehension; use of graphic organizers; active engagement; multiple practice opportunities with corrective feedback; peer pairing) (Biancarosa & Snow, 2006; Francis et al., 2006; National Reading Panel, 2000; RAND Reading Group, 2002). Research on literacy in monolingual adolescents

does not fully generalize to English language learners, but it is relevant. Some monolingual, English-speaking adolescents also struggle with literacy and weaknesses in academic language and vocabulary, just as English language learners do (Torgesen et al., 2007). Still lacking, however, is valid and reliable research on effective instructional practices regarding vocabulary development and reading comprehension related to adolescent English learners' content knowledge, as well as effective methods for delivering instructions to English language learners in content area classes.

Recent efforts to improve the academic achievement of English language learners in Grades 4–8 address the limited knowledge base (Foorman & Hedges, 2009). One such effort includes ongoing research and refinement of a multicomponent intervention by the Center for Research on the Education and Teaching of English Learners (CREATE) to enhance social studies instruction in the middle grades by incorporating literacy instruction.

CREATE Enhanced Social Studies Lessons

The instructional practices in the CREATE enhanced social studies lessons were designed to improve students' understanding of social studies content and expository text by giving all students opportunities to learn and use the vocabulary, concepts, big ideas, and issues associated with social studies units.

Lessons revolve around one or two central ideas that serve as organizing concepts to help the teacher focus the events and ideas in each unit. Every lesson is organized



Center for Research on the
Educational Achievement and Teaching
of English Language Learners



2.3 FEEDBACK



3 BAB III READING STRATEGIES: SCANNING AND SKIMMING

3.1 IDENTITY

Unit

The Introduction of reading strategy theories: Semantic mapping, previewing & predicting, scanning and skimming

Sub-Unit

1. Scanning
2. Skimming

Method/Guidelines

1. Students in a group will tell what the text given about and answer the questions followed.
2. Use a watch to time yourself as you skim the text Read carefully the text given, then write the main ide of the text on space provided.
3. For scanning strategy, follow these steps:
 - a) Read the questions to determine the exact information you are looking for.
 - b) Then, decide what form that information might take. For example, to look for when a certain discovery was made, you would search for a date.
 - c) Decide where the information might be located. For example, if you want to know how a disease may be treated, you look in the treatment paragraph.
 - d) Scan the text by moving your eyes as quickly as possible down the pages.
 - e) Once you have found the information, read it carefully. Do not read further.
4. Submit your skimming and scanning to the lecturer.

Result

1. The result of skimming and scanning of text given.
2. Write down the achievement on provided page (page 1)

Scoring Parameter

- | | |
|------------------------------|-----|
| 1. Punctuality | 20% |
| 2. The correctness of answer | 40% |
| 3. Grammar and Language Use | 40% |

3.2 CASE STUDY/ASSIGNMENT

Educating Girls Is a Real Lifesaver

by Victoria Brittain and Larry Elliott

Clare Short knows it. Every development economist knows it. The World Bank knows it: The education of girls is the surest way to reduce poverty. If there is to be a serious effort to improve the lot of the billions of people deprived of the basic ingredients of a decent life, schools in poor countries have to be full of girls as well as boys.

The reason is simple. All the evidence shows that taking girls out of the fields and homes, and putting them behind desks, raises economic productivity, lowers infant and maternal mortality, reduces fertility rates, and improves environmental management. Countries that have pursued gender equality over the past three to four decades have grown faster and become more equal.

Why, then, are 90 million primary school-age girls around the world not in school? For the same reason that when Charles Dickens was writing *David Copperfield* 150 years ago girls were absent from the British education system: Men in power mostly prefer it that way, or are not interested enough in changing the situation to commit energy and money to doing so. Or perhaps they do not quite believe the mountains of studies that have established beyond question the link between the eradication of poverty and those years in a school-room by ranks of girls.

The countries with the poorest record for having women in positions of power or influence have the worst figures for girls' education. High-profile intervention by organizations such as the World Bank has begun successfully with several countries, and more of the same will probably be needed to bring change in conservative, male-run states.

Even if there were no development payoff from gender equality in schools, the education of girls would still be a cause worth fighting for. Education is a human right, and the denial of it to girls, in the systematic way it is denied in some feudal societies, is a scar on the community in the twenty-first century.

To be born a girl in a rural area in Nepal, Pakistan, Indonesia, Morocco, Togo, or Sudan—half a dozen of the most shameful performers—means being doomed to a life without school, education, or clean water,



marriage and babies coming too early, too many births, children who die of preventable diseases, back-breaking work in the fields, subordination to husband and his family, and an early death. Sexual exploitation is also a danger for a female deprived of education. The uneducated woman transmits to her children the same doomed life.

Every year, almost 12 million children under the age of five needlessly die of infectious diseases associated with poverty. But each additional year spent by their mothers in primary school lowers the risk of premature child deaths by about 8 percent. In Pakistan, an extra year of school for 1,000 girls could prevent sixty infant deaths.

There are places that show how different things can be. In the southern Indian state of Kerala—communist in politics, Christian in ideology—where literacy is almost universal, the infant mortality rate is the lowest in the developing world. Schooling is the route to lowering infant mortality.

Each extra year of school also reduces the birthrate and cuts maternal deaths. In Brazil, illiterate women have an average of 6.5 children, whereas those with secondary education have 2.5.

With women and girls being the main farmers in Africa and southern Asia, their education offers a chance to develop more efficient farming practices, improve output, and raise awareness of the ecological needs of the land with tree planting and crop rotation. With malnutrition at the level it is in these regions, and environmental degradation posing a threat that exacerbates the global warming affecting us all, the world community cannot afford to ignore this avenue of change.

Scanning questions:

1. What is the best way to reduce poverty?
2. What are the effects of educating girls?
3. How many girls are not in school?
4. Why are girls not in school?
5. Which countries have the poorest performance in educating girls?
6. How many children die of infections associated with poverty?
7. What is the result of an additional year of primary school for girls?
8. Which area has the lowest infant mortality rate in the developing world?
9. What are two other effects of an extra year of school for girls?
10. What does education offer a chance to develop in Africa and southern Asia?

Skimming

Scanning

3.3 FEEDBACK

4 BAB IV MAIN AND SUPPORTING SENTENCES

4.1 IDENTITY

Unit

The development of reading comprehension: Main and supporting sentences, guessing meaning and summarizing

Sub-Unit

1. Topic Sentence
2. Main idea identification and construction
3. Supporting ideas identification

Method/Guidelines

1. Students individually will identify and construct the topic sentence, main ideas and supporting ideas from texts given with some limitations:
 - The final result is the identification and construction of topic sentence, main ideas and supporting ideas from texts given.
 - Must be finished in a week.
2. Read carefully the texts
3. Identify topic sentences, main ideas dan supporting ideas from text 1 - 3
4. Construct main ideas of text 4 -6 from the supporting ideas you found.
5. Before you submit to the lecturer, please check again the language use and grammar of the summary.
6. Submit to the lecturer.

Result

1. The result of topic and main ideas identification and construction from texts given.
2. Write down the achievement on provided page (page 1)

Scoring Parameter

Punctuality	20%
Teks 1 - 3	
- Topic and supporting ideas	20%
- Main idea identification	20%
Text 4 - 6	
- Topic and supporting ideas identification	20%
- Main idea construction	20%

4.2 CASE STUDY / ASSIGNMENT

Text 1

There are many ways to learn about people. You can learn a lot about people by simply watching or talking to them. Looking at the floor can also give you information about people. You can tell where people walk most frequently because of the worn carpet. The next time you're riding in someone else's car, notice the music on the radio. The type of music played on the station can tell a lot about the person!

Topic sentence:

Main Idea:

Supporting ideas:

Text 2

Many parents tend to think of day-care centers as breeding grounds for colds. But new research suggests that children in day-care centers appear to develop immunity to many of the viruses responsible for the common cold. An article published in the Archives of Pediatrics and Adolescent Medicine found that children ages 6 to 11 who had been enrolled at large day-care centers as toddlers had about one-third as many colds as children who had stayed home as toddlers. Dr. Thomas Ball, one of the authors of the study, says that when children have colds as toddlers, their immune systems are learning from these experiences, and this learning will come back to protect children later in life. Such news should be reassuring to parents whose preschool children are in daycare.

Topic sentence:

Main Idea:

Supporting ideas:

Text 3

A focus group is a small group, usually consisting of about seven to ten people who are brought together to discuss a subject of interest to the researcher. Focus groups are commonly used today in business and politics; that flashy slogan you heard for a political campaign or a new toothpaste was almost certainly tested in a focus group to gauge people's reactions. Social researchers may use a focus group to help design questions or instruments for quantitative research or to study the interactions among group members on a particular subject. In most cases, researchers ask predetermined questions, but the discussion is unstructured. Focus groups are a relatively cheap method of research and can be completed quickly. They also allow for the flexible discussions and answers that are desirable in qualitative research. However, they definitely require a skilled leader to avoid leading participants in a predetermined direction, to establish an atmosphere in which all participants feel comfortable speaking, and to allow discussion of uncomfortable or challenging topics. It is also possible for two different researchers to analyze the discussion in different ways.

—Kunz, THINK Marriages & Families, p. 36

Topic sentence:

Main Idea:

Supporting ideas:

Text 4

How could a fire that started in a cowshed become a raging inferno that destroyed several square miles of a great American city and killed hundreds of people? There are several reasons why a barn blaze on the night of October 8, 1871 became the Great Chicago Fire. One reason is that, although the blaze started around 9:00 P.M. that Sunday, the city's fire department didn't receive the first alarm until 9:40 P.M. Another reason is that strong winds were blowing from the southwest, driving the blaze toward the heart of the city in the northeast. Finally, the fire was fed by an abundance of fuel in the closely packed wood buildings, wooden ships lining the Chicago River, the city's elevated wood-plank sidewalks, and the commercial lumber and coal yards along the river. By the time the fire burned out on Tuesday, October 10, it had destroyed \$222 million in property and left 100,000 people homeless.

Topic sentence construction:

Main Idea:

Supporting ideas:

Text 5

During World War II, more adolescents worked than ever before. Over a million students dropped out of school to contribute to the war effort. By 1943 almost three million boys and girls were working on farms and in factories. In the new prosperity following the war, their jobs gave them freedom and spending money. They soon became an important new segment of the consumer economy as they snapped up records and clothing. Before long, advertisers aimed marketing campaigns at them, magazines were dedicated to their interests, and even newspapers ran columns about teen news and views. The result was an emergence of a distinct youth subculture that helped shape the nation. Their dances, their rigidly conforming clothing, and their choice of recreation set them apart from adults. The word *teenager* was added to the vocabulary, confirming the importance of those thirteen through nineteen years of age.

Topic sentence construction:

Main Idea:

Supporting ideas:

Text 6

If you are an avid reader of self-help books, you know that this advice filled genre urges people to actively envision the state they hope to achieve in the future. Yet research suggests that this idea is badly misleading. In a study that tested this point, researchers asked college students who were studying for an exam a few days away either to envision their satisfaction and celebration in achieving a good grade on the exam or to envision themselves studying so as to produce a good grade on the exam. That is, one group focused on the outcome to be achieved, whereas the other group focused on the process for achieving it. Those students who had focused on the process improved their grades substantially over a control group that practiced neither mental simulation; but those students who focused on the outcome they wanted to achieve had lower scores on the exam than the control group.

Topic sentence construction:

Main Idea:

Supporting ideas:

4.3 FEEDBACK

5 BAB V GUESSING MEANING

5.1 IDENTITY

Unit

The development of reading comprehension: Main and supporting sentences, guessing meaning and summarizing

Sub-Unit

Guessing meaning from context

Method/Guidelines

1. Students individually will guess the meaning of vocabulary in text given with some limitations:
 - The final result is guessing the meaning of vocabulary based on text been read
 - Must be finished in a week.
2. Read carefully the texts
3. Don't open dictionary when answering the questions. Use your guess based on the context in passage.
4. Answer the questions about the meaning of vocabulary from the texts that has been read on space provided.
5. Submit to the lecturer.

Result

1. The answer of questions given
2. Write down the achievement on provided page (page 1)

Scoring Parameter

- | | |
|------------------------------|-----|
| 1. Punctuality | 20% |
| 2. The correctness of answer | 80% |

5.2 STUDY/ASSIGNMENT

#Passage 1

Man with no arms and no legs never gives up

Hirotsada Ototake was born with no arms and no legs. However, his positive attitude has inspired millions of people around the world. At 23, Mr. Ototake graduated from Japan's famous Waseda University. He became a sports **journalist**, and in 1998, wrote a best-selling book which has now sold more than four million copies. Called *Nobody's Perfect*, the book describes his **tireless** strength and determination to lead a full and rewarding life. Written with humor, it has helped to change the way many Japanese view people with **disabilities**. Today, he is possibly Japan's best-known disabled person. Mr. Ototake has never allowed his disability to stop him from enjoying life, and in 2007, he started work as a science teacher at Suginami Dai-Yon Elementary School in Tokyo.

"My dream is to create a peaceful world," Mr. Ototake **revealed**, speaking in an interview a few days after starting his new job.

"If my **competence** and character could bring me even one little step closer to this goal, I would be very happy and find meaning in having been born into this world," he said, smiling and nodding his head.

He is **accompanied** by Shinichi Ono, who helps him with everything from changing into his gym clothes to driving him to and from home.

"There are things that only I, because of my situation, can teach children, unlike other teachers," he said, referring to respect and acceptance of each other.

When he was a child, his parents sent Mr. Ototake to a **mainstream** school. He believes that having someone with disabilities in the classroom could help create an atmosphere of **solidarity**. Mr. Ototake also hopes to inspire his students to do their best and never give up. For example, he plays basketball and baseball.

"By only looking at my body, you would think it impossible to dribble and throw a ball. But if children could watch me and think, 'Wow, he must have worked hard to do that,' they too may feel they can challenge themselves to do something without giving up," he said.

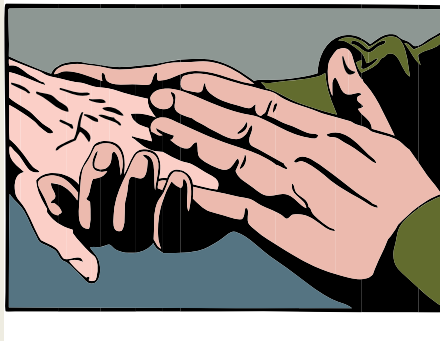
"Or else while watching Mr. Ono help me, they might feel what a marvelous thing it is to help one another — which would make me happy," he added. He wants disabled people in Japan to be more accepted.

"People react to a person with disabilities as if he **belongs to** a different world," he said.

"I've lived thus far on the simple premise that as a human being, I have challenged myself to do the things I wanted to." Mr. Ototake knows there is still a long way to go before people with disabilities are fully accepted in Japan.

"I would like to keep this attitude of not being **fixated** on my disability, but would like society to accept it."

#Passage 2



1

The story began on a downtown Brooklyn street corner. An elderly man had collapsed while crossing the street, and an ambulance rushed him to Kings County Hospital. There, during his few returns to consciousness, the man repeatedly called for his son.

2

From a smudged°, often-read letter, an emergency-room nurse learned that the son was a Marine stationed in North Carolina. Apparently, there were no other relatives.

3

Someone at the hospital called the Red Cross office in Brooklyn, and a request for the boy to rush to Brooklyn was relayed to the Red Cross director of the North Carolina Marine Corps camp. Because time was short—the patient was dying—the Red Cross man and an officer set out in a jeep. They located the sought-after young man wading through marshy boondocks° on maneuvers°. He was rushed to the airport in time to

catch the one plane that might enable him to reach his dying father.

It was mid-evening when the young 4 Marine walked into the entrance lobby of Kings County Hospital. A nurse took the tired, anxious serviceman to the bedside.

“Your son is here,” she said to the 5 old man. She had to repeat the words several times before the patient’s eyes opened. Heavily sedated because of the pain of his heart attack, he dimly saw the young man in the Marine Corps uniform standing outside the oxygen tent. He reached out his hand. The Marine wrapped his toughened fingers around the old man’s limp ones, squeezing a message of love and encouragement. The nurse brought a chair, so the Marine could sit alongside the bed.

Nights are long in hospitals, but all 6 through the night the young Marine sat there in the poorly lighted ward, holding the old man’s hand and offering words of hope and strength. Occasionally, the nurse suggested that the Marine move away and rest a while. He refused.

Whenever the nurse came into the 7 ward, the Marine was there. His full attention was on the dying man, and he was oblivious of her and of the night noises of the hospital—the clanking of an oxygen tank, the laughter of nightstaff members exchanging greetings, the cries and moans and snores of other

8	patients. Now and then she heard him say a few gentle words. The dying man said nothing, only held tightly to his son through most of the night.	"I knew right off there'd been a 13
	Along toward dawn, the patient died. The Marine placed on the bed the lifeless hand he had been holding, and went to tell the nurse. While she did what she had to do, he relaxed—for the first time since he got to the hospital.	mistake, but I also knew he needed his son, and his son just wasn't here. When I realized he was too sick to tell whether or not I was his son, I figured he really needed me. So I stayed."
9	Finally, she returned to the nurse's station, where he was waiting. She started to offer words of condolence for his loss, but the Marine interrupted her. "Who was that man?" he asked.	With that, the Marine turned 14
10	"He was your father," she answered, startled.	and left the hospital. Two days later a routine message came in from the North Carolina Marine Corps base informing the Brooklyn Red Cross that the real son was on his way to Brooklyn for his father's funeral. It turned out there had been two Marines with the same name and similar serial numbers in the camp. Someone in the personnel office had pulled out the wrong record.
11	"No, he wasn't," the Marine replied. "I never saw him before in my life."	But the wrong Marine had become 15
12	"Why didn't you say something when I took you to him?" the nurse asked.	the right son at the right time. And he proved, in a uniquely human way, that there are people who care what happens to their fellow human beings.

Use context clues to help you decide on the best definition for each italicized word. Then, on the answer line, write the letter of each choice.

_____ 1. In the sentence below, the word **relayed** means

- a. hidden.
- b. passed along.
- c. made a gift.
- d. ignored.

"Someone at the hospital called the Red Cross office in Brooklyn, and a request for the boy to rush to Brooklyn was relayed to the Red Cross director of the North Carolina Marine Corps camp." (Paragraph 3)

_____ 2. In the sentence below, the words **enable** him mean

- a. stop him.
- b. encourage him.
- c. know him.
- d. make him able.

"He was rushed to the airport in time to catch the one plane that might enable him to reach his dying father." (Paragraph 3)

_____ 3. In the excerpt below, the word **sedated** means

- a. spoken loudly.
- b. wide awake.
- c. armed.
- d. drugged with a pain reliever.

"'Your son is here,' she said to the old man. She had to repeat the words several times before the patient's eyes opened. Heavily sedated because of the pain of his heart attack, he dimly saw the young man . . ." (Paragraph 5)

“And he proved, in a uniquely human way, that there are people who care what happens to their fellow human beings.” (Paragraph 15)

5.3 FEEDBACK

6 BAB VIII MAKING REFERENCES AND INFERENCES

6.1 IDENTITY

Unit

Demonstrating Reading Comprehension Skill: Making References and Inferences, and Paraphrasing

Sub-Unit

1. References
2. Inferences

Method/Guidelines

1. Students individually will identify the references and inferences from text given with some limitations:
 - The final result is the inferences and references from questions given
 - Must be finished in a week.
2. Read carefully the texts
3. Answer the questions on the space provided.
4. Submit to the lecturer.

Result

1. The answer of questions given
2. Write down the achievement on provided page (page 1)

Scoring Parameter

- | | |
|------------------------------|-----|
| 1. Punctuality | 20% |
| 2. The correctness of answer | 80% |

6.2 CASE STUDY/ASSIGNMENT

References

#Passage 1

There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. **They** may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. **These** lights are called the Aurora Borealis. Some people call **them** the Northern Lights. Scientists have been watching **them** for hundreds of years. **They** are not quite sure what causes them. In ancient times people were afraid of the Lights. **They** imagined that **they** saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

#Passage 2

Many cognitive-behavioral therapists use the behavioral technique of extinction. **This** allows the therapist to show the client **their** specific fears. **This** process is repeated over and over until the client becomes extinct to the fear. **It** allows the client to come to terms with **their** fears. The therapist trains **their** client to tolerate **their** fears and express **them** in a healthy way.

#Passage 3

Most companies used to frown on employees who became involved in office romances. **They** often considered **them** to be using company time for **their** own enjoyment. Now, however, managers realize that happy employees are productive employees. With more women than ever before in the workforce and with people working longer hours, **they** have begun to see that male and female employees want and need to socialize. **They** are also dropping **their** opposition to having married couples on the payroll. **They** no longer automatically believe that **they** will bring family matters into the workplace or stick up for one another at the company's expense.

One departmental manager had doubts when a systems analyst for research named Laura announced that **she** had become engaged to Peter, who worked as a technician in the same department. **She** told **her** that either one or the other might have to transfer out of the research department. After listening to **her** plea that **they** be allowed to work together on a trial basis, the manager reconsidered. **She** decided to give Laura and Peter a chance to prove that **their** relationship would not affect **their** work. The decision paid off.

Inferences

#Passage 1

Mysterious "Piano Man" Puzzles British Doctors

The photograph shows a tall, blond young man holding what looks like a musical score.¹ His eyes scared, his shoulders rounded and slightly turned away, he appeared to avoid contact with the camera.

Found several weeks ago on a windy road beside the sea on the Isle of Sheppey in Kent, England, he was dripping wet and apparently very disturbed. He would not answer questions or speak with anyone. He was wearing a black suit and a white shirt, but since all the labels had been mysteriously cut out from his clothes, authorities had no way of even identifying his nationality. Since then he has continued to remain silent, refusing or unable to give information about who he is or where he comes from. He was taken to the accident and emergency department at the Medway Maritime Hospital in Gillingham, but later was moved to the psychiatric clinic in Dartford, where he continues to baffle² doctors.

A spokesman for the hospital says that the first clue to his identity came when someone in the hospital had the idea of leaving him with a piece of paper and pencils and he drew a detailed sketch of a grand piano. Hospital staff then took him to the hospital's chapel, which contains a piano. He sat

down immediately at the piano and began to play, appearing calm and relaxed for the first time since he had been found. According to reports from the hospital, he is also a good musician and a pleasure to listen to, even if he tends to play rather melancholy³ music. One staff member identified a piece from Tchaikovsky's *Swan Lake*, but acknowledged that she was not an expert in classical music.

According to a social worker assigned to the case, the young man is shy in the extreme and avoids any kind of social interaction. Though interpreters in various northern and central European languages have been called to the hospital to visit him, he has failed to respond to any of them. His photograph has been circulated in newspapers around the world, prompting hundreds of phone calls to the Missing Persons Bureau. However, none of these has provided useful information about his identity.

There is, of course, the delicate question of whether the man is really in need of psychiatric care or just pretending to be ill. Doctors at the hospital say that they have no reason not to take him seriously and they have a duty to care for him as long as he needs it.

¹ score: a printed copy of a piece of music

² baffle: If something baffles someone, they cannot understand or explain it.

³ melancholy: sad

1. What has the writer inferred from the photograph of the "Piano Man"?
2. What can you infer from the fact that he was wearing a black suit and a white shirt?
3. What can you infer about the fact that the labels had been cut out of his clothes?
4. What can you infer from the fact that the police brought him to the hospital?
5. What did the hospital staff infer from his drawing of a piano?
6. What can you infer from the description of the way he played the piano?
7. What have people at the hospital inferred about his nationality?
8. What can you infer from the doctors' reported statements in the last sentence?

#Passage 2

A New Pesticide in India

In two states in India, Andhra Pradesh and Chattisgarh, farmers have discovered a new kind of pesticide.¹ Instead of paying large sums of money to international chemical companies for chemical pesticides, they are spraying their cotton and chili pepper fields with Coca-Cola.

In the past month there have been reports of hundreds of farmers spraying cola on their fields. Thousands of others are expected to make the switch² to cola from the usual pesticides as word spreads about the new spray. A farmer in Andhra Pradesh interviewed by a local newspaper said he was very satisfied with his new cola spray, which he applied this year to several acres of cotton. He ob-

served that the insects on his cotton plants began to die soon after he sprayed his fields with cola.

Local agriculture officials would not comment on this new development, except to note that the cola spray cost considerably less than the pesticides produced by Monsanto, Shell and Dow Chemical. The Coca-Cola Company already is in legal difficulties in Andhra Pradesh state, where it has been accused of taking water away from farmers for its bottling plants. So far, representatives of the Coca-Cola Company have refused to comment on the new use of their product. It is not known if or how sales of the soft drinks have been affected, though it is likely that the company may try to profit from this new market.

(Source: Adapted from "Things grow better with Coke." *The Guardian Weekly*, November 5-11, 2004)

¹ *pesticide*: a chemical used to kill insects that destroy plants

² *switch*: the replacement of an object with a similar object

1. What facts are included in the first paragraph?
2. What can you infer about the cost of pesticides in India?
3. What facts are included in the second paragraph?
4. What can you infer about the cola spray?
5. What facts are included in the third paragraph?
6. What can you infer about the economic situation of the farmers in Andhra Pradesh?
7. What can you infer about the Coca-Cola Company in India?

6.3 FEEDBACK

7 BAB VI SUMMARIZING

7.1 IDENTITY

Unit

The development of reading comprehension: Main and supporting sentences, guessing meaning and summarizing

Sub-Unit

Summarizing

Method/Guidelines

1. Students individually will make a summary from some texts given:
 - The final result is a summary.
 - Must be finished in a week.
2. Read carefully and comprehend the texts given.
3. Write down the summary from the texts read and comprehended on space provided
4. Before you submit to the lecturer, please check again the language use and grammar of the summary.
5. Submit the completed summary to the lecturer.

Result

1. Summaries from texts given with criteria as follow:
 - a. Must be shorter from source texts given.
 - b. Use a summary characteristics
 - c. Use language use and grammar appropriately.
 - d. Use hand-writing.
2. Write down the achievement on provided page (page 1)

Scoring Parameter

- | | |
|-----------------|-----|
| 1. Punctuality | 10% |
| 2. Language use | 30% |
| 3. Content | 30% |
| 4. Grammar | 30% |

7.2 CASE STUDY/ASSIGNMENT

#Passage 1:

In most developing countries, two-thirds or more of the people live in rural areas, with few, if any, of the services the city-dweller takes for granted. Water taps in houses, for example, are almost unknown. At best, there may be a village well. Often the only source of water is a lake or a stream, perhaps several kilometers away. The drudgery of water-carrying can take up the better part of every day.

#Passage 2:

Height connotes status in many parts of the world. Executive offices are usually on the top floors; the underlings work below. Even being tall can help a person succeed. Studies have shown that employers are more willing to hire men over 6 feet tall than shorter men with the same credentials. Studies of real-world executives and graduates have shown that taller men make more money. In one study, every extra inch of height brought in an extra \$1,300 a year. But being too big can be a disadvantage. A tall, brawny football player complained that people found him intimidating off the field and assumed he "had the brains of a Twinkie."

#Passage 3:

Many young people today lack the basic information from American books and newspapers about our history and our heritage. This is a serious problem for our nation according to the National Assessment of Educational Progress reports. The decline of literacy parallels the decline of shared knowledge about our culture. It is estimated that two-thirds of high school students do not know when the Civil War occurred. They do not know what *Roe v. Wade* is about. They do not know standard American authors such as Twain and Faulkner. They have little sense of geography. This is disturbing.

7.3 FEEDBACK

8 BAB VII PARAPHRASING

8.1 IDENTITY

Unit

Demonstrating Reading Comprehension Skill: Making References and Inferences, and Paraphrasing

Sub-Unit

Paraphrasing

Method/Guidelines

1. Students individually will make paraphrases from texts given:
 - The final result is paraphrase from texts given.
 - Must be finished in a week.
2. Read carefully the text given.
3. Comprehend the text given.
4. Paraphrase the texts.
5. Before you submit to the lecturer, please check again the language use and grammar of the summary.
6. Submit the completed paraphrases to the lecturer.

Result

1. Paraphrases from texts given with criteria as follow:
 - a. Must be shorter from source texts given.
 - b. Use paraphrase characteristics
 - c. Use language use and grammar appropriately.
 - d. Use hand-writing.
2. Write down the achievement on provided page (page 1)

Scoring Parameter

- | | |
|-----------------|-----|
| 1. Punctuality | 10% |
| 2. Language use | 30% |
| 3. Content | 30% |
| 4. Grammar | 30% |

8.2 CASE STUDY/ASSIGNMENT

#Passage 1:

There was a time, not so long ago, when the words 'correspondence tuition' conjured up a method of learning which seemed drab, second-rate and the private pursuit of a small and rather secretive minority. The success of the Open University in Britain has certainly changed all that. Open University course materials are so confidently and attractively designed that they have occasionally even been accused of flashiness. The University's materials and methods are open to anyone's inspection - indeed they are also the basis of a brisk and growing export business. The Open University has turned correspondence teaching into a major and thoroughly respectable method of adult learning.

From Jennifer Rogers, *Adults learning*, 2nd edition. Published by Open University Press in Milton Keynes in 1977, page 172.

#Passage 2

Mankind is always searching for a better life. One way of improving it is to plan work so that it corresponds to the capacities and needs of the worker. Ergonomics is concerned with fitting work to man. It doesn't limit its goal to the elimination of physical hazards to health, but aims at making the work more satisfying to the worker.

#Passage 3

Computers are a part of today's bustling world and play a role in everybody's life, young or old. They give what we need. A version of a computer is very fast, whether it be highly technologically advanced or not can be found in household appliances such as refrigerators, ovens, toasters and microwave ovens. Cars have their own unique kind of computers, as do televisions, DVD players and so much more. But when we think of what we have in mind first is generally known as a PC (or personal computer). Almost every household has at least one and most companies could not be without one today. So much is done on the computer and over the computer.

8.3 FEEDBACK

9 REFERENCES

Harmer, Jeremy (2004). Just. Marshall Cavendish Ltd

Louis, St Rubena and Pereira, Silvia (2010). Focus on reading. Rubena St. Louis: Venezuela

Mikulecky, Beatrice S (1996). More Reading Power. Longman

----- (2007). Advanced Reading Power. Longman

William, E (1984). Reading in the language classroom. Addison-Wesley Publishing Company